

Documents on Diplomacy: Lessons

Generosity. . .with Self Interest

- Standard: I. Culture
II. Time, Continuity, and Change
III. People, Places, and Environments
IV. Individual Development and Identity
V. Individuals, Groups, and Institutions
VI. Power, Authority, and Governance
VII. Production, Distribution, and Consumption
VIII. Science, Technology and Society
IX. Global Connections
X. Civic Ideals and Practices
- Grade Level: 9–12 (technology and similarities & differences)
- Objectives: The student will:
- Decipher two documents for similarities and differences
 - Define foreign aid, then redefine aid after viewing several videos
 - Discuss the similarities and differences of the two documents
 - Explain why the United States was generous; keeping self interest in mind
- Time: 1 class period plus homework
- Materials: Documents: **1947** *The Truman Doctrine*
1947 *The Marshall Plan*
- Resources: *Map: Europe, 1949*
Facts on Foreign Aid
Distribution of Marshall Plan Money
- Graph Paper
- Library of Congress exhibit: <http://www.loc.gov/exhibits/marshall/marsintr.html>
Truman Doctrine speech: http://www.youtube.com/watch?v=wmQD_W8Pcxg
Marshall Plan: <http://www.youtube.com/watch?NR=1&v=IUd2W6aMng4>
Europe & Marshall Plan: <http://www.youtube.com/watch?v=pUt7Lr3lubc&feature=related>
Containment: <http://www.youtube.com/watch?v=-p9AtRd4zYg&feature=related>
George Marshall bio: <http://www.youtube.com/watch?v=DhAtSwLF25o&feature=related>
- Procedures:

Setting the Stage

Although he became President only a few weeks before the war in Europe ended, Harry Truman understood how dire the situation was. America's chief ally, the United Kingdom was exhausted and broke, and Truman knew they could no longer hold the line against communism in Greece and Turkey.

Truman's March 1947 speech was the opening salvo in the post-war foreign aid debate. Congress debated the issue for just over two months and approved Truman's plans on May 15, 1947. It marked a significant step in the containment of communism.

Three months later, Secretary of State George Marshall announced a plan to send additional economic recovery aid to Europe during his commencement address at Harvard University. After an even longer debate, Congress passed "the Marshall Plan," a conscription law, and created an air force.

The British and French acted immediately to take advantage of the American offer, inviting 22 nations to come to Paris to discuss their needs. Neither Spain nor the countries of Central Europe under Soviet control attended the conference.

In this lesson, students will view video clips about the two aid programs and then graph facts from the aid given.

Pre-Lesson

1. Pre-load the video clips into the computer for classroom use.

Day One

1. Ask students to write (at the top of a piece of notebook paper) a definition of "foreign aid" and their opinion about giving foreign aid to other countries; then circle this definition and opinion.
2. While they are writing, hand out the documents, *The Truman Doctrine* and *The Marshall Plan*.
3. Ask students to read the two documents looking for similarities and differences in the explanations as to why it was needed. These similarities and differences should be recorded on their papers.
4. When they are partly finished, show them the You Tube video on the Truman Doctrine along with the visual of its distribution in Europe. Make no comment at this point.
5. Let them return to work for awhile and then show the videos on the Marshall Plan

- 6.** Again, let them return to work for a period of time and then show the clip on George Marshall and distribute the resource map of Europe.
- 7.** After they have finished their reading and note taking, ask the students to share the similarities and differences in the two documents. Did the videos help in understanding the documents and the reasons needed for aid? How?
- 8.** On the bottom of their notebook paper and/or on the back ask them to explain 2 points:
 - a.** Why did the United States want to assist Greece and Turkey and the other nations of Europe. What were our own interests in this aid?
 - b.** Did they change their initial ideas about foreign aid—and the need for it? Why?
- 9.** As they are reflecting on their possible change in thinking, hand out the graph paper, the resources, *Facts on Foreign Aid* and the *Marshall Plan Money sheet*, and the web address of the Library of Congress' Marshall Plan Exhibit (<http://www.loc.gov/exhibits/marshall/marsintr.html>) for their homework assignment. Using this information—and anything else they may find—students should graph any of the facts related to foreign aid from 1947-1951.
- 10.** Determine a due date. After grading, students should file their work in their notebooks. ■